

The Future of Education Research at the Institute of Education Sciences in the U.S. Department of Education

June 29, 2021

Speaker Bios – Meeting #2, Day 1

Updates from Study Sponsor

ELIZABETH ALBRO is the Commissioner of the Institute of Education Sciences National Center for Education Research (NCER). Dr. Albro's career has been dedicated to building bridges between the basic sciences of learning and education practice. Trained in the behavioral and social sciences, cognition, and communication, she received her Ph.D. in Psychology from the University of Chicago. Her research expertise includes understanding the role of memory in reading comprehension; examining how peer relationships shape conflict and conflict resolution in young children; and designing small-scale experimental research. Since coming to IES in 2002, she has sought to integrate basic and applied work. As a program officer, she oversaw multiple research grant portfolios, helping to build the Cognition and Student Learning, and Reading and Writing research portfolios. In her roles as Associate Commissioner of Teaching and Learning and as Acting Commissioner of Education Research, she played a pivotal role in launching several large-scale research efforts, including the Reading for Understanding Research Initiative, the National Research and Development Center on Cognition and Mathematics Instruction, and the Early Learning Network. Dr. Albro also identified and worked closely with the expert panel who wrote one of the first IES Practice Guides, Organizing Instruction to Support Study and Learning. Throughout her career, she has been committed to ensuring that the findings from federally funded research are shared widely with the public and currently serves as the Department's lead on public access and open science. Prior to joining IES, Dr. Albro was a faculty member at Whittier College and Wheaton College (Norton, MA), and an early childhood educator.

JOAN MCCLAUGHLIN is the Commissioner of the Institute of Education Sciences National Center for Special Education Research (NCSER). As Commissioner, Dr. McLaughlin has worked to strengthen the research grant and research training activities of the Center as well as efforts to disseminate the results of funded projects. She also initiated competitions in special education targeting research-practitioner partnerships to address issues of importance to States and local education agencies; a network of research teams focused on critical problems of policy and practice; systematic replication research; and analyses of NAEP process data to improve the administration of digital learning assessments and help identify needed enhancements to instruction. From 2009 to 2013, Dr. McLaughlin served as Deputy Commissioner of NCSER, as well as Program Officer for the Early Intervention and Early Learning in Special Education grant program. Prior to joining NCSER, Dr. McLaughlin spent 16 years working in the Education and Family Services area of Abt Associates Inc., a research consulting firm, where she led numerous evaluations of Federal education, food assistance, and early childhood programs. Dr. McLaughlin has also served as a Program Officer in the Office of Analysis and Evaluation at the

U.S. Department of Agriculture's Food and Nutrition Service, where she oversaw studies of programs and initiatives focused on maternal and child health and child nutrition issues. She also served as a Program Analyst in the Program Evaluation and Methodology Division of the U.S. Government Accountability Office. Dr. McLaughlin received her Bachelor's degree in Psychology from the University of Notre Dame and her Master's and Doctoral degrees in Developmental Psychology from Cornell University.

ANNE RICCIUTI is the Deputy Director for Science at the Institute of Education Sciences (IES). Ricciuti joined IES in May 2004 as part of the Standards and Review Office, which is responsible for carrying out the scientific peer review process for Institute reports and research grant competitions. Prior to joining IES, Ricciuti spent 11 years working in the Education and Family Services area of Abt Associates Inc., a research and consulting firm. While there, she had senior technical roles in a number of evaluations of federal programs. She co-directed the third national evaluation of the Even Start Family Literacy Program, which included a randomized trial of the impact of the program. She also worked on national evaluations of the Comprehensive Child Development Program, Title I, and the Individuals with Disabilities Education Act. Ricciuti received her bachelor of arts degree in psychology at Cornell University, and her master's and doctoral degrees in developmental psychology at the University of Virginia. She has served as a research grant reviewer for the Child Care Bureau of the Administration on Children, Youth, and Families in the U.S. Department of Health and Human Services.

Research Funders Part One: Federal Agencies

JAMES A. GRIFFIN is the chief of NICHD's Child Development and Behavior Branch as well as the director of the branch's early learning and school readiness program. His work focuses on research and evaluation efforts related to service systems and early intervention programs designed to enhance the development and school readiness of children from at-risk and disadvantaged backgrounds. Prior to his position at NICHD, Dr. Griffin was a senior research analyst in the Institute of Education Sciences (IES) at the U.S. Department of Education. He also served as the assistant director for the Social, Behavioral, and Education Sciences in the White House Office of Science and Technology Policy and as a research analyst at the Administration on Children, Youth, and Families (ACYF) within HHS. His work included several large-scale evaluations of the Head Start program, while at ACYF, and research on preschool curricula involving geographically diverse child care, Head Start, and state pre-kindergarten programs, while with IES and NICHD. Dr. Griffin holds a B.A. *summa cum laude* in psychology from the University of Cincinnati and a Ph.D. with honors in child clinical psychology from the University of Rochester. He completed a postdoctoral fellowship in psychiatric epidemiology at the Johns Hopkins University School of Public Health.

EVAN KEITH HEIT is the Division Director of the Division of Research on Learning (DRL) at the National Science Foundation. The DRL supports research and development on learning in relation to all STEM disciplines, for any age group, and across settings (formal, informal, and online). DRL works closely with other divisions and directorates at the National Science Foundation, and external partners. Prior to serving as Division Director, Dr. Heit served as a program officer in DRL, and also undertook temporary assignments in the Directorate for Social, Behavioral, and Economic Sciences, and in the NSF Convergence Accelerator. Dr. Heit has

degrees in computer science and psychology, including a Ph.D. in psychology from Stanford University.

GILA NETA is an epidemiologist and program director for Implementation Science in the Office of the Director in the Division of Cancer Control and Population Sciences (DCCPS) at the National Cancer Institute (NCI). Dr. Neta serves as the NCI scientific lead for the funding announcements in Dissemination and Implementation Research in Health, and assists with research and training activities related to implementation science across the Division. She has a secondary appointment within the Epidemiology and Genomics Research Program. Dr. Neta's programmatic and research interests within implementation science include training, portfolio analysis, the use of PRECIS criteria in evaluating pragmatic trials, shared decision making and cancer screening, economic evaluation, de-implementation, and the use of standardized measurement and reporting. Dr. Neta is Co-Chair of the NIH-sponsored Annual Conference on the Science of Dissemination and Implementation. She also leads the NIH D&I working group, a trans-NIH initiative providing leadership and vision for implementation science across the NIH. Prior to joining DCCPS in May 2013, Dr. Neta conducted postdoctoral research within the Division of Cancer Epidemiology and Genetics in the Radiation Epidemiology Branch, focusing on the potential unintended health effects of radiologic medical technologies. Dr. Neta received her Master of Public Policy degree at the University of California at Berkeley in 2001, and her Doctorate in Epidemiology from Johns Hopkins University Bloomberg School of Public Health in 2009. She conducted her doctoral dissertation work at the Eunice Kennedy Shriver National Institute for Child Health and Human Development.

Research Funders Part Two: Foundations

BOB HUGHES is the director of K-12 Education in the United States Program at the Bill & Melinda Gates Foundation. Before joining the foundation, Hughes was president of New Visions for Public Schools, a New York City school network of 70 district schools serving approximately 45,000 students. During his tenure, New Visions created 99 district and seven charter public schools, provided mentoring services to hundreds of new principals, developed school-based certification programs for teachers and principals, secondary curricula now accessed by thousands of teachers, and data management tools to streamline school operations and track student progress toward graduation and college. Hughes has also led or been involved in individual and class action litigation in special education and state school finance. He started his career providing legal representation to homeless parents and students in the New York City public school system and worked extensively with community organizers around education issues. Hughes serves as a board member of the Carnegie Foundation for the Advancement of Teaching. Prior board affiliations include Advocates for Children of New York, Fund For Teachers, and Projects in Education, the nonprofit publisher of Education Week.

NA'ILAH SUAD NASIR is the sixth President of the Spencer Foundation. She was a faculty member at the University of California, Berkeley from 2008-2017 and was selected as the second UC Berkeley Vice Chancellor for Equity and Inclusion in 2015. She also holds the Birgeneau Chair in Educational Disparities in the Graduate School of Education, and was previously the H. Michael and Jeanne Williams Chair of African American Studies. Nasir joined the Berkeley faculty in 2008 from the School of Education at Stanford University, where she earned the St. Claire Drake Teaching Award in 2007. The author of *Racialized Identities: Race*

and achievement for African-American youth, published by the Stanford University Press in 2011, Nasir's research examines the racialized and cultural nature of learning and schooling. She is interested in the intertwining of social, cultural, and political contexts and learning, especially in connection with inequity in educational outcomes. Nasir also published over 30 articles in scholarly journals. In 2017, Nasir was elected to membership in the National Academy of Education. The National Academy of Education (NAEd) advances high quality education research and its use in policy and practice. Nasir has also been an integral member of the UC Berkeley Resident Faculty Program where faculty integrate themselves into student life and provide support for students by living alongside them in the residence halls. In this role, she worked with Resident Faculty colleagues to promote academic achievement and to create an inclusive and comfortable community that encourages personal growth and development. She strives to integrate her scholarly work with her commitment to community and engaged scholarship. Nasir received her BA in 1993 from UC Berkeley (Social Welfare and Psychology) and her PhD in 2000 from UCLA (Psychological Studies in Education).

JIM SHORT is a program director within the Carnegie Corporation of New York's Education program, where he manages the Leadership and Teaching to Advance Learning portfolio. Short oversees grantmaking aimed at preparing and supporting teachers and school and system leaders for learning environments that enable students to develop the knowledge, skills, and dispositions they need for future success. An educator with nearly 30 years of experience, Short is an expert in teacher education and professional development. He came to the Corporation from the American Museum of Natural History in New York City, where he was the founding director of the Gottesman Center for Science Teaching and Learning, a role he began in 2007. Short led the museum's efforts to strengthen science education programs at local and national museums, nonprofit organizations, schools, and school districts, including the New York City Department of Education. At the Gottesman Center, Short's major initiatives included overseeing the design and implementation of the Urban Advantage program in New York City, a museum and school partnership underway in nearly half the city's middle schools that supports long-term science investigations and project-based learning by students. He was also on the faculty of the museum's Master of Arts in teaching, a first-of-its kind urban teacher residency program for developing certified earth science teachers for work in struggling secondary schools. Previously, Short spent 10 years teaching in K–12 schools. While working in the Denver public school system, he led the redesign of the K–12 science program, and at the Biological Sciences Curriculum Study in Colorado, he directed a national science curriculum and implementation center. His professional development experience includes working with school systems and science teachers from several urban school districts nationwide. In recent years, Short focused on helping teachers translate the Next Generation Science Standards into classroom instruction and assessments, and incorporating nonfiction reading and writing strategies aligned with Common Core State Standards. Short earned a Doctor of Education degree from Columbia University's Teachers College, a Master of Education degree from Vanderbilt University's Peabody College, and a Bachelor of Science degree in biology from Rhodes College.

Education Leaders and Practitioners, Part One – Knowledge Gaps in Education Research

CARRIE CONAWAY is a senior lecturer at the Harvard Graduate School of Education. Until June 2019, she was the chief strategy and research officer for the Massachusetts Department of Elementary and Secondary Education (DESE) and led the agency's Office of Planning and

Research, which strengthens planning, data and resource use, and the focus on evidence in the agency and the field to improve outcomes for Massachusetts students. She served as DESE's principal investigator on numerous evaluations of state education programs and has published two peer-reviewed articles on connecting research to practice. Her team also managed the agency's strategic planning process and built tools that help districts benchmark their performance and deploy their resources more effectively. She led the development of DESE's top-scoring, \$250 million Race to the Top proposal and managed its implementation, as well as winning several other grants to support state research, evaluation, and data use initiatives. Previously she was the deputy director of the New England Public Policy Center at the Federal Reserve Bank of Boston and an associate editor of the Bank's flagship publication, *Regional Review*. She also served as the president of the Association for Education Finance and Policy in 2018-19. She has nearly 20 years of experience in integrating research and practice to improve public policy. She holds a bachelor's degree in sociology from Oberlin College; a master's degree in policy analysis and labor policy from the Humphrey Institute of Public Affairs, University of Minnesota; and a master's degree in sociology and social policy from Harvard University.

RAYMOND C. HART is the Director of Research for the Council of the Great City Schools and has more than 20 years of experience in research and evaluation. His work has spanned policy areas such as post-secondary success and college readiness, professional learning communities and school improvement, teacher effectiveness and value-added analysis, early childhood education, and adult and workforce literacy. He has worked with clients from a number of federal agencies, including the U.S. Department of Education, the U.S. Department of Housing and Urban Development, the U.S. Department of State, the National Science Foundation, and many state and local departments of education. Ray recently lead the Analytic Technical Support Task for the Regional Educational Laboratory – Mid Atlantic. He served as the Executive Director of Research, Planning and Accountability for the Atlanta Public School District, President and CEO of RS Hart and Partners, which is an evaluation and assessment consulting firm, and an Assistant Professor of Research, Measurement, and Statistics at Georgia State University. Prior to his work as a consultant, Ray served as the Director of the Bureau of Research Training and Services at Kent State University. His career began in 1989 as a program director for African American, Hispanic, and Native American students in Engineering and Science. Ray holds a Ph.D. in Evaluation and Measurement from Kent State University, a M.Ed. with a focus on Curriculum and Instruction – Educational Research from Cleveland State University, and a bachelor's degree in Industrial Engineering from the Georgia Institute of Technology.

EMILY HOUSE is the Executive Director of the Tennessee Higher Education Commission and the Tennessee Student Assistance Corporation. Prior to assuming this role, she served as the agency's Deputy Executive Director and Interim Executive Director. Emily formerly led the THEC/TSAC Research and Planning team and College Access teams as the Chief Research and Policy Officer. In this capacity, she developed and executed the State of Tennessee's higher education research agenda, and worked with executive and legislative leaders to design, implement, and evaluate higher education initiatives including Tennessee Promise and Tennessee Reconnect. Previously, Emily served as a Teach for America corps member, and currently teaches Statistics and Research Design courses to doctoral students at East Tennessee State University and Vanderbilt University. A native of Rochester, New York, House earned her

Bachelor's degree at Cornell University, her master's of Public Policy at Vanderbilt University, and Doctor of Philosophy from the University of Michigan. She is a graduate of the Tennessee Government Executive Institute, and is the recipient of the inaugural THEC Presidential Fellowship.

KYLIE KLEIN is the Director of Research, Accountability, and Data at Evanston/Skokie School District 65. Klein designs and conducts applied research studies and program evaluations of high priority strategic goals and critical district programs, working alongside district department leaders to assess areas of success and areas for improvement. She supports district leaders and school leadership teams in using data and evidence to drive continuous improvement. Prior to her role at Evanston/Skokie, she worked at the University of Chicago Consortium on School Research and Chicago Public Schools, where she served as Research Manager. Klein was a Teach for America corps member, and holds a bachelor's degree in economics from the University of Massachusetts, Amherst; a master's degree in education administration from Dominican University; and a master's of public policy from the Harris School of Public Policy at the University of Chicago.

Education Leaders and Practitioners, Part Two – Supporting Beneficial Research Partnerships

ELAINE ALLENSWORTH is the Lewis-Sebring Director of the UChicago Consortium, where she has conducted research on educational policy and practice for the last 20 years. She works with policymakers and practitioners to bridge research and practice, providing advice to researchers across the country about conducting research-practice partnerships, and serving on panels, policy commissions, and working groups at the local, state and national level. She is recognized as an expert in the areas of students' educational attainment, school leadership, and school improvement. Her research on the factors that predict whether students will drop out of high school has shifted the conversation from factors that schools cannot control to factors that schools can influence; school districts across the country have adopted early warning indicator systems based on her Freshman OnTrack research. She is one of the authors of the book, *Organizing Schools for Improvement: Lessons from Chicago*, which documents the ways in which organizational structures in schools influence improvements in student achievement. Elaine has been the principal investigator on research grants from funders such as the Institute of Education Sciences, the National Science Foundation, and the Bill and Melinda Gates Foundation. She has received a number of awards from the American Educational Research Association, including the Palmer O. Johnson award Division H awards outstanding publications. She was once a high school Spanish and science teacher.

KINGSLEY BOTCHWAY II is chief officer of human resources and equity for the Waterloo Schools district. From 2014 to 2018, he was the director of equity and engagement for the Iowa City Community School District, and an adjunct professor at Kirkwood Community College-Iowa City campus. A graduate of the University of South Carolina, Botchway went on to complete his law degree from the University of Iowa College of Law in 2010. In 2014, he was elected to the Iowa City City Council, serving as mayor pro tem from 2015-2017. Kingsley Botchway II is chief officer of human resources and equity for the Waterloo Schools district. From 2014 to 2018, he was the director of equity and engagement for the Iowa City Community School District, and an adjunct professor at Kirkwood Community College-Iowa

City campus. A graduate of the University of South Carolina, Botchway went on to complete his law degree from the University of Iowa College of Law in 2010. In 2014, he was elected to the Iowa City City Council, serving as mayor pro tem from 2015-2017.

COLIN CHELLMAN is the University Dean for Institutional and Policy Research at the City University of New York, where he was most recently the founding Director of the Office of Policy Research. In that role he oversaw analyses of college readiness; racial, income, and gender access and performance gaps; the role of college in economic development and workforce training; the educational experiences and choices of immigrant students; and the inter-relationships of housing and education (e.g., what are the effects of residential mobility – in particular, prompted by foreclosure or restrained by public housing subsidies – on educational performance?). And with Gates Foundation support, he is working with the New York City Department of Education (DOE) to build a shared student-level longitudinal tracking data system that both institutions will use to improve their understanding of college readiness and the high school to college pipeline. His previous work has been published in Education Week as well as academic journals such as Economics of Education Review, Education Finance and Policy, TCRecord, Urban Affairs Review, Educational Policy, Education and Urban Society, and the Journal of the American Planning Association. In 2013, he joined the board of the Association for Education Finance and Policy (AEFP). He was the recipient of AEFP's New Scholar Award in 2006 and holds an M.P.A. and a Ph.D. from New York University's Wagner School, and a B.A. from the Johns Hopkins University.